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ABSTRACT

The behavioral implications of teachers' career alienation, defined as feelings of disappointment with career and professional development, were explored with a sample of 1,869 elementary and secondary school teachers in Ontario, Canada. Analyses included bivariate correlations, T-tests, and multiple regressions. The 39 independent variables were subdivided into personal-demographic factors, personal-psychological factors, situational-job characteristics, and job outcomes. The findings indicated that the job related variables attributed the most significant portion of variance in career alienation. Of the 16 situational-job variables, eight contributed 32 percent of the variance (participation in decision making, considerate leadership, feedback from principal and peers, skill variety of the job itself, job autonomy, task significance, position held in school, and structured leader behavior). Of the eight job outcome variables, four accounted for 45 percent of the variance (job satisfaction, satisfaction with supervision, powerlessness, and identification with the school or school board). It is suggested that school administrators can help reverse teacher career alienation by revising their leadership behavior and by redesigning teachers' jobs. (Author/JD)

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THE ALIENATED TEACHER: A PROFILE

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ABSTRACT

THE ALIENATED TEACHER: A PROFILE

This research explored the behavioral implications of work alienation, defined as feelings of disappointment with career and professional development. The sample consisted of 1,869 elementary and secondary teachers from 32 school boards. Analyses included correlations, T-tests, and multiple regressions. The independent variables (N = 39) were subdivided into personal-demographic factors, personal-psychological factors, situational-job factors, and job outcomes. The findings indicated that job-related variables attributed the most significant portion of variance in career alienation. Of the 16 situational-job variables, eight contributed 32% of the variance (participation in decision making, considerate leadership, feedback from principal and peers, skill variety of the job itself, job autonomy, task significance, position held in school, and structured leader behavior); of the 8 job-outcome variables, four accounted for 45% of the variance (job satisfaction, satisfaction with supervision, powerlessness, identification with the school or school board). Suggestions were made that might help administrators reduce work alienation of teachers.

To search for solutions to the problem of alienation was one of the main recommendations made in Work in America (1972). The task force feared that the result of alienation might well be "the withdrawal of the worker from community or political activity or the displacement of his frustrations through participation in radical, social or political movements" (p. 22). Five years later, Cummings and Manring (1977, p.167), stated that still relatively little empirical work had concentrated on the behavioral consequences of alienation.

This research was designed to explore the behavioral implications of work alienation in education. The term "alienation", as used here, refers to feelings of disappointment with one's career and professional development; it also relates to a teacher's inability to fulfill professional norms (Aiken and Hage, 1966). The concept (called hereafter career alienation) is based on Marx' contention that workers are alienated because of the roles they are forced to play. According to Marx, workers become alienated from the products of their labor and from the organizational system which produced these products because they have given up control over their own fate and their desire to express themselves in return for wages.

If we apply this conception to education, teachers become alienated from work then because they cannot express themselves in their work. While others (Faunce, 1968; Seeman, 1972) defined alienation in terms of powerlessness, meaninglessness, normlessness, social isolation, or self-estrangement, Aiken and Hage's definitions seem to lean more toward

dissatisfaction with work. A teacher can become dissatisfied, not because he or she is estranged from himself or feels a sense of isolation from effective social interaction with others (meaninglessness), but because, for instance, of unrealistic expectations (Wanous, 1974). These individuals may either demand too much from the world or else demand very little.

In designing the present research a focus similar to that of Pearlin (1962) was taken who argued that by studying one form of alienation in a specified social situation it is possible to pinpoint the particular structures that have alienated consequences. In addition, because of lack of theoretical guidelines in conducting research on alienation, a multidimensional approach as advocated by Blauner (1964) and Seeman (1972) was adopted. An attempt was made to explore the phenomenon of work alienation of teachers and to explain a large percentage of the variance in the concept by including a large number of personal and organizational variables.

As is common in organizational literature (Rab nowitz and Hall, 1977; Saal, 1978; Steers, 1977) the variables examined here were categorized into four groups:

(1) personal-demographic factors (age, sex, marital status, education, teaching experience, income);

(2) personal-psychological factors (locus of control, self esteem, occupational values--self-expressive, people-oriented, extrinsic reward-oriented--, satisfaction with life in general, happiness, and perceived organizational independence);

(3) situational-job characteristics (core-job dimensions--autonomy, task identity, skill variety, task significance, agent feedback, job feedback, dealing with others--the resulting motivating potential score; the leadership dimensions consideration and initiating structure; participation in decision making; closeness of supervision; position within school; type of school--elementary or secondary--; size of school; and location of school); and

(4) job outcomes (satisfaction with supervision, satisfcation with coworkers, job satisfaction, job involvement, job motivation, identification with the work organization, experienced powerlessness).

If one conceives of career alienation as job dissatisfaction, it is possible to formulate inverse hypotheses to those pertaining to job satisfaction, since the literature on job satisfaction is vast and, for a fair number of variables, rather conclusive. For instance, one could argue that since occupational level, job characteristics, or leadership style have been able to explain a considerable amount of variation in job satisfaction (Korman, 1977), these same variables should also explain why teachers are alienated. Similarly, individual difference variables such as age, sex, and education seem generally to be positively related to job satisfaction and should therefore be negatively related to work alienation. Yet, as explained earlier, phenomenology precludes drawing such inferences, tempting as they are.

In the absence of theoretical rationales and previous empirical findings, the present study tried to answer the following research questions:

(a) Which of the four sets of variables is the best predictor of alienation?

(b) Which of the specific variables from each set of variables account for most of the variance in alienation? And,

(c) For which variables are there significant differences between alienated and non-alienated individuals?

METHOD

Sample and Procedure

Data used in this investigation were obtained from questionnaires distributed to approximately 2,100 educators, employed by 32 public school boards in Southern Ontario. Of the 1,869 usable forms (89%) returned, 837 were collected from elementary teachers and 921 from secondary teachers. Detailed sample characteristics are presented in Table 1.

Data were collected over a four-month period by a 41-member research team composed of part-time graduate students in education. Since all members were practicing teachers, each team member was asked to collect data in his or her own school. The collection procedure was therefore not random, but the high return rate made it unlikely that the missing responses could have influenced the results.

The Instruments

The instruments used to collect the data, including author of measure, scoring range, test-retest reliabilities and internal consistency reliabilities, are given in Table 2. The measures selected were generally well-documented and had been shown to possess adequate validity and reliability in other studies.

Yet, as the range of coefficients for test-retest and internal consistency reliability indicates, some of the instruments are not suitable for the teaching profession despite the fact that they were labelled "general" measures.

The instrument used to collect data on career alienation (Aiken and Hage, 1966) consisted of the following five statements:

1. How satisfied are you with your present job when you compare it to other, but similar, positions in Ontario?

2. How satisfied are you with the progress you are making towards the goals which you set for yourself in your present position?

3. On the whole, how satisfied are you that (your superior) accepts you as a professional expert to the degree to which you are entitled by reason of position, training and experience?

4. On the whole, how satisfied are you with your present job when you consider the expectations you had when you took this job?

5. How satisfied are you with your present job in light of career expectations?

Responses ranged from 1, not very satisfied, to 4, very satisfied. The minimum score was 5, the maximum score 25. Test-retest reliability was .46, internal consistency reliability (alpha) .59.

Statistical Technique

Because the nature of this study was exploratory, a variety of techniques were used to examine the data.

While correlational analysis and the use of T-tests do not require explanations, another technique, multiple regression, does require elaboration.

To avoid some of the problems related to the use of stepwise regression for entering all (40) variables simultaneously (Cohen and Cohen, 1975), a forward stepwise inclusion procedure was selected for each set of variables, as advocated by Saal (1978). This procedure minimized the phenomenon that the contribution of each independent variable to R^2 ignores a large number of similar tests being performed on other competing variables. It also reduces capitalization on chance, particularly when the competing variables are substantially correlated with each other. In other words, the "losers" in the competition can in this way make a large enough contribution to be entered as significant.

RESULTS

A. Correlation Analysis

The means, standard deviations of all variables and their correlations with career alienation are given in Table 1.

All of the job outcomes were significantly ($P < .001$) related to alienation. Teachers who felt alienated from teaching also were not satisfied with their job ($r = -.50$), with their supervisor ($r = -.51$), and with their co-workers ($r = -.21$). Alienated teachers identified less with their school and school board ($r = -.33$), were less motivated to expand energies on the job ($r = -.19$), and were less involved in their job from the standpoint of psychological identification ($r = -.22$); they felt also more powerless ($r = .35$).

Of the situational job factors, all but three variables were associated with alienation. This statement applies particularly to job design elements. Each of the seven core job dimensions was negatively correlated with alienation: lack of feedback from principal and peers ($r = -.38$), from the work itself ($r = -.21$), lack of skill variety ($r = -.30$), lack of autonomy over job ($r = -.32$), lack of working closely with others ($r = -.12$), lack of doing identifiable work ($r = -.17$), lack of significance of work ($r = -.24$).

Insufficient opportunities in participation in decision making correlated strongly with alienation ($r = -.48$), as did inconsiderate ($r = -.39$) and unstructured ($r = -.16$) leader behavior, and close supervision ($r = .25$). Contrary to findings in job satisfaction

research alluded in the introduction, the position occupied within the educational hierarchy was not related to alienation. This particular finding gives support to the contention that alienation from career and profession is separate from job dissatisfaction. Size and location of school did also not influence alienation.

Four of eight personal demographic factors were weakly associated with career alienation. Thus there is some correlation between alienation and younger teachers ($r = -.05$, $p < .05$), single rather than married teachers ($r = -.07$, $p < .001$), less educated teachers ($r = -.04$, $p < .05$), and less experienced teachers ($r = -.05$, $p < .05$). Alienation was not associated with a teacher's sex, income, non-teaching experience, and teaching experience in his or her present school.

Of the personal psychological variables, five of the eight factors were associated with alienation from work. In particular, both happiness and satisfaction with life in general were fairly strongly correlated with alienation ($r = .33$, $p < .001$, in both cases). This raises the possibility that outside influences may be responsible for work alienation yet does also not preclude that on-the-job behavior may be a strong determinant of general happiness or life satisfaction.

Alienated teachers had predominantly an external locus of control ($r = .19$, p .001), showed rather low self esteem ($r = -.05$, p .05), and had work values that were not people-oriented ($r = -.12$, p .001). Alienation was also marginally associated with independence from the work organization ($r = -.04$, p .05) but not with the other two work values, self-expression orientation and extrinsic-reward orientation.

B. Multiple Regression Analysis

As can be seen from Table 4, multiple regression analyses of each set of predictor variables with alienation revealed that a larger portion of variance was shared by career alienation and job-related variables than by alienation and personal variables. The eight personal-demographic factors accounted for only 1% of common variance, whereby only sex and experience entered the regression equation at a significant level. Of the eight personal-psychological variables, five were found to be significant predictors of alienation, accounting for 15% of the variance.

It is apparent from Table 4, however, that the most significant portion of variance in career alienation is attributable to the two sets of job-related variables. Of the 17 situational-job variables, eight contributed 32% of the variance; of the eight job-outcome variables, four accounted for 45% of the variance. On closer inspection it is noticeable that except for satisfaction with supervision which alone accounted for 28% of the variance most of the other significant variables accounted for small portions of the variance. This seems to suggest that many factors contribute to alienation. The core job dimensions, that is, elements of job design (autonomy, skill variety, task significance, agent feedback) contributed more than 20% of the variance, leadership behavior (consideration and initiation of structure) contributed 7%, and the degree of participation in decision making 4%.

C. T-tests

As a final part of the analysis, the focus was shifted from looking at the effects of work alienation itself to discovering and evaluating differences between effects. To do this, the subjects were divided into two approximately equal groups, with the group means as the basis for comparison. The results given in Table 3 allow us to draw a profile of a teacher who is disappointed with teaching as a career and with his or her professional development. Alienated teachers, in contrast to non-alienated teachers, are likely to...

- be male rather than female
- have taught at the same school for a longer time period
- have an external locus of control
- have lower self esteem
- be less people-oriented
- be more extrinsic-reward oriented
- be less satisfied with life in general
- be less happy
- be more dependent on the organization
- work less closely with other people (students, peers)
- perceive little autonomy on how to do the job
- identify less with the task of teaching
- perceive the task of teaching as less significant
- perceive to receive less feedback from supervisors and peers
- perceive less feedback from the job itself

- see less motivating potential in the job of teaching
- perceive the leadership style of the supervisor (mainly principal) as less considerate
- perceive the leadership style of the supervisor as more structured
- participate less in making decisions
- feel more closely supervised
- be teachers rather than department heads or principals
- be less satisfied with the job of teaching
- be less satisfied with the supervision they receive
- be less satisfied with their co-workers
- be less involved psychologically in their work
- be less motivated by their job
- identify less with the school and school board
- feel more powerless (another form of alienation).

DISCUSSION

Alienation with career and professional development seems to be more dependent on job-related than on personal factors. Specifically, job outcomes (satisfaction with supervision, job, etc.) shared a larger portion of variance with alienation (R^2 = .45) than situational-job factors (core job dimensions, leadership, etc.; R^2 = .32), personal-psychological variables (locus of control, happiness, etc.; R^2 = .15), and personal-demographic factors (sex, tenure, etc.; R^2 = .01). These relationships are depicted in Figure 1. The four sets of factors not only predict alienation independently but also relate to each other. For instance, satisfaction with supervision, classified as a job outcome, correlates with considerate leader behavior (r = .58) and participation in decision making (r = .45), both of which are classified as situational-job factors. Similarly, autonomy, one of the core job dimensions classified as a situational-job variable, correlates with locus of control (r = -.16), categorized as a set of personal psychological factors, and with sex (r = .06), a personal demographic variable. The present findings thus provide a basis for future research to derive a priori hierarchical ordering of groups of variables associated with alienation.

A comparison of the results of all three methods of analysis--bivariate correlation, multiple regression, and T-tests--shows that the findings are reasonably consistent. Generally speaking, high first-order correlations (Table 3) were also among those predictors explaining

the largest portion of variance in alienation (Table 4) and accounted for the largest T-values (Table 5). This seems to indicate that capitalization on chance, alluded to earlier, was minimized.

The major cause of career alienation of teachers appears to be primarily associated with behavior of the supervisor and with the characteristics of the job. Not only did satisfaction with supervision emerge as the best individual predictor, but both leadership styles, consideration and initiating structure, and participation in decision making, accounted for a fair share of the variance in alienation. All of Hackman and Oldham's (1975) seven core job dimensions showed significant associations with alienation, as evidenced by zero-order correlations and T-tests, and four dimensions (autonomy, skill variety, task significance, and agent feedback) explained 20% of the common variance in alienation. The latter finding thus supports the idea that technology and associated job characteristics are among the prime determinants of work attitudes (Goldthorpe, 1966; Shepard, 1977).

Having drawn up a profile of teachers who are alienated from their career, one obvious question arises: What can administrators do to prevent, if not reverse, alienation? The findings suggest for one that school principals may want to revise their leader behavior. In terms of Blake and Mouton (1961), an increase in the quality of supervision, by improving both people and task dimensions or, in other words, by moving from a 4/4 or 5/5 leadership style to a 6/6 or 7/7 style would directly decrease teacher alienation and would have an indirect influence on such

factors as closeness of supervision, participation of decision making, powerlessness, satisfaction with supervision since these factors are all significantly related to leadership behavior.

Administrators can also make an attempt to redesign teachers' jobs by:

(a) building more skill variety into the job, that is, by not requiring a teacher to do the same routine things over and over again;

(b) making the job of teaching more significant so that teachers have a feeling that the outcome of their work can effect students in important ways;

(c) setting up better channels for feedback so that supervisors and peers let teachers know how well they are doing their work;

(d) training teachers to be more sensitive to the feedback given by the work itself, that is, setting up the work to give teachers constant feedback about how well they are doing; and

(e) providing more autonomy and responsibility for deciding how and when the work is done.

These two suggestions alone might prevent Hearn's (1973) fears that "the alienated teacher will likely remain and this becomes a socio-psychological problem of the first order for the administrator" (p. 134).

Needless to say, the findings of any exploratory study have to be

taken with more than one grain of salt. Next to a lack of theoretical and empirical guidelines for formulating directional hypotheses, the most serious deficiency is the low reliability, both test-retest and internal consistency, of some of the measures. Fortunately the major findings relate to those instruments which showed adequate reliability. The lack of causality for ordering variables in the regression analysis could easily lead to misleading results. For instance, when all 40 variables are entered into the regression equation simultaneously, the results may be totally invalid particularly if several of the variables are highly correlated with other variables. Hopefully though, the present research accomplished what it set out to do, that is, to provide future research with an empirical basis that can be verified, rejected or extended.

TABLE 1 - Sample Characteristics (N = 1,869)

Characteristic	Code	%
By Job Title		
Teacher	1	70.9
Department Head	2	12.6
Principal, Vice-Principal	3	9.2
No response/others		
By Education		
No degree	1	18.9
Bachelor	2	60.5
Master, Ph.D.	3	20.0
No response		
By Age		
Under 25 years	1	6.0
26 - 35	2	45.3
36 - 45	3	31.2
Over 46	4	17.4
By Sex		
Male	1	53.1
Female	2	46.9
By Marital Status		
Single	1	19.5
Married	2	74.5
Divorced	3	4.4
Widowed	4	0.7
No response		
Overall Teaching Experience		
Less than 2 years	1	7.5
3 - 5 years	2	14.2
6 - 10 years	3	25.8
Over 10 years	4	52.5
Non-teaching Experience		
Yes	1	45.7
No	2	54.3
Teaching Experience in Present School		
Less than 2 years	1	28.3
3 - 5 years	2	31.5
6 - 10 years	3	23.5
Over 10 years	4	16.6
Income		
Under $15,000 Can. (1979/80)	1	8.6
$15 - 20,000	2	24.9
$20 - 25,000	3	26.1
Over 25,000	4	39.3
No response		1.2
Type of School		
Elementary (Gr. K-8)	1	43.2
Secondary (Gr. 9-13)	2	47.5
No response/others		9.3
Size of School		
20 teachers or less	1	28.3
21 - 60 teachers	2	28.4
61 or more teachers	3	43.3
No response		
Location of School		
Metropolitan area	1	16.7
Suburbia	2	35.7
Small city	3	31.7
Rural area	4	15.3
No response		0.6

Note: The means of the personal demographic responses in Table 3 are based on the coded values given in Table 1.

TABLE 2 - Research Instruments Used

Variable	Author of Measure Used	# of Items in Measure	Scoring of Each Response	Total Score Min./Max. (N - 30)	Test/ Retest Reliability (N = 100)	Internal Cous. Reliability*
Locus of Control	Rotter, 1966	10	0 or 1	0 - 10*	.67	.71
Self Esteem	Rosenberg, 1965	10	0 or 1	0 - 10	.40	N/A
Work Values (3 sep. values)	Rosenberg, 1957	10	0 to 5	0 - 7	.72	.73
Satisfaction with Life	Cantril, 1965	1	1 to 3	1 - 3*	.34	N/A
Happiness	Gurin,Veroff & Feld, 1960	1	1 to 3	1 - 3*	.33	N/A
Organizational Independence	House & Kerr, 1973	4	1 to 5	4 - 20	.56	.45
Core Job Dimensions	Hackman & Oldham, 1975	7	1 to 7	1 - 7	.22 -.68	N/A
Leadership (LBDQ, Form XII)	Schriesheim & Kerr, 1974	10	1 to 5	5 - 25*	.67 & .55	.84 & .83
Participation in Dec.Making	Siegel & Ruh, 1973	5	1 to 5	5 - 25	.70	.82
Closeness of Supervision	Pearlin & Kohn, 1966	3	1 to 5	3 - 15	.47	.48
Job Satisfaction	Hoppock, 1935	4	1 to 7	4 - 28	.71	.64
Satisfaction with Supervisors/Coworkers (2)	Aiken & Hage, 1966	2	1 to 4	1 - 4	.46	N/A
Job Involvement	Lodahl & Kejner, 1965	6	1 to 5	6 - 30*	.72	.19
Job Motivation	Patchen, 1965	4	1 to 5	4 - 20	.70	N/A
Identification with Work Organizations	Patchen, 1965	3	1 to 5	3 - 15	.30	N/A
Powerlessness	Pearlin, 1962	4	0 or 1	0 - 4	.55	.46

* a low score indicates internality, high satisfaction, happiness, involvement considerate and structured leader behavior.

** alpha coefficients.

TABLE 3

Means, Standard Deviations and Correlations (N = 1,869)

	M	SD	Correlation with Career Alienation
Personal Demographic Factors			
Age	36.33	9.05	-.05*
Sex	1.46	.50	-.02
Marital status	1.86	.52	-.07***
Education	2.03	.67	-.04*
Teaching experience - Overall	11.64	7.21	-.05*
- In present school	2.20	-	.01
- Non-related experience	5.55	4.57	.03
Income	2.98	1.01	.01
Personal Psychological Factors			
Locus of control	4.39	2.38	.19***
Self esteem	9.09	1.91	-.05*
Work values: self expressive	4.51	1.62	.00
people oriented	4.29	1.80	-.12***
extrinsic reward	1.97	1.35	.03
Satisfaction with life in general	1.90	.51	-.33***
Happiness	1.83	.54	-.33***
Organizational independence	13.02	2.43	-.04*
Situational Job Factors			
Core Job Dimensions:			
Dealing with others	6.64	.84	-.12***
Autonomy	5.35	1.16	-.32***
Task identity	4.74	1.32	-.17***
Skill variety	5.50	1.32	-.30***
Task significance	5.41	1.29	-.24***
Feedback from agents	4.13	1.39	-.38***
Job feedback	5.25	1.18	-.21***
Motivating potential	152.82	68.35	-.33***
Leadership - consideration	11.64	4.75	-.39***
- initiating structure	12.05	4.39	-.16***
Participation in decision making	17.96	3.88	-.48***
Closeness of supervision	10.77	2.57	.25***
Position held in school	1.64	1.30	.01
Type of school (elem./sec.)	1.65	.65	-.07***
Size of school (# of teachers)	57.52	-	.03
Location of school	2.45	.94	-.02
Job Outcomes			
Job satisfaction	20.92	3.28	-.50***
Satisfaction with supervision	3.03	.97	-.51***
Satisfaction with coworkers	3.12	.77	-.21***
Job involvement	17.96	4.26	-.22***
Job motivation	15.01	2.57	-.19***
Identification with work organization	10.22	2.68	-.33***
Powerlessness	1.02	.97	.35***
(Career alienation)	15.51	3.20	--

*p < .05, **p < .01, ***p < .001

TABLE 4

Prediction of Career Alienation from Personal-Demographic, Personal-Psychological, Situational-Job, and Job-Outcome Variables

Variables	Order of Entry	R^2	R^2_Δ	F-Value
Personal-Demographic				
Sex	2	.005	.005	5.23*
Experience (at present school)	6	.01	.015	15.69***
Personal-Psychological				
Satisfaction with life in general	1	.09	.09	14.03***
Happiness	2	.12	.03	33.40***
People-oriented work value	4	.13	.01	9.35**
I-E locus of control	6	.14	.01	16.15***
Self-esteem	7	.15	.01	17.58***
Situational-Job				
Position in school	1	.005	.005	5.21*
Autonomy	5	.095	.09	6.04*
Skill variety	7	.13	.035	11.27***
Task significance	8	.15	.02	6.36*
Feedback from agents	9	.21	.06	33.33***
Initiating structure	12	.23	.02	6.39*
Consideration	13	.28	.05	43.31***
Participation in decision making	14	.32	.04	76.17***
Job Outcomes				
Satisfaction with supervision	1	.28	.28	264.01***
Identification with work organization	3	.32	.04	18.10***
Powerlessness	4	.34	.02	23.85***
Job satisfaction	6	.45	.11	315.43***

* $p < .05$, ** $p < .01$, *** $p < .001$, N = 1,869.

TABLE 5

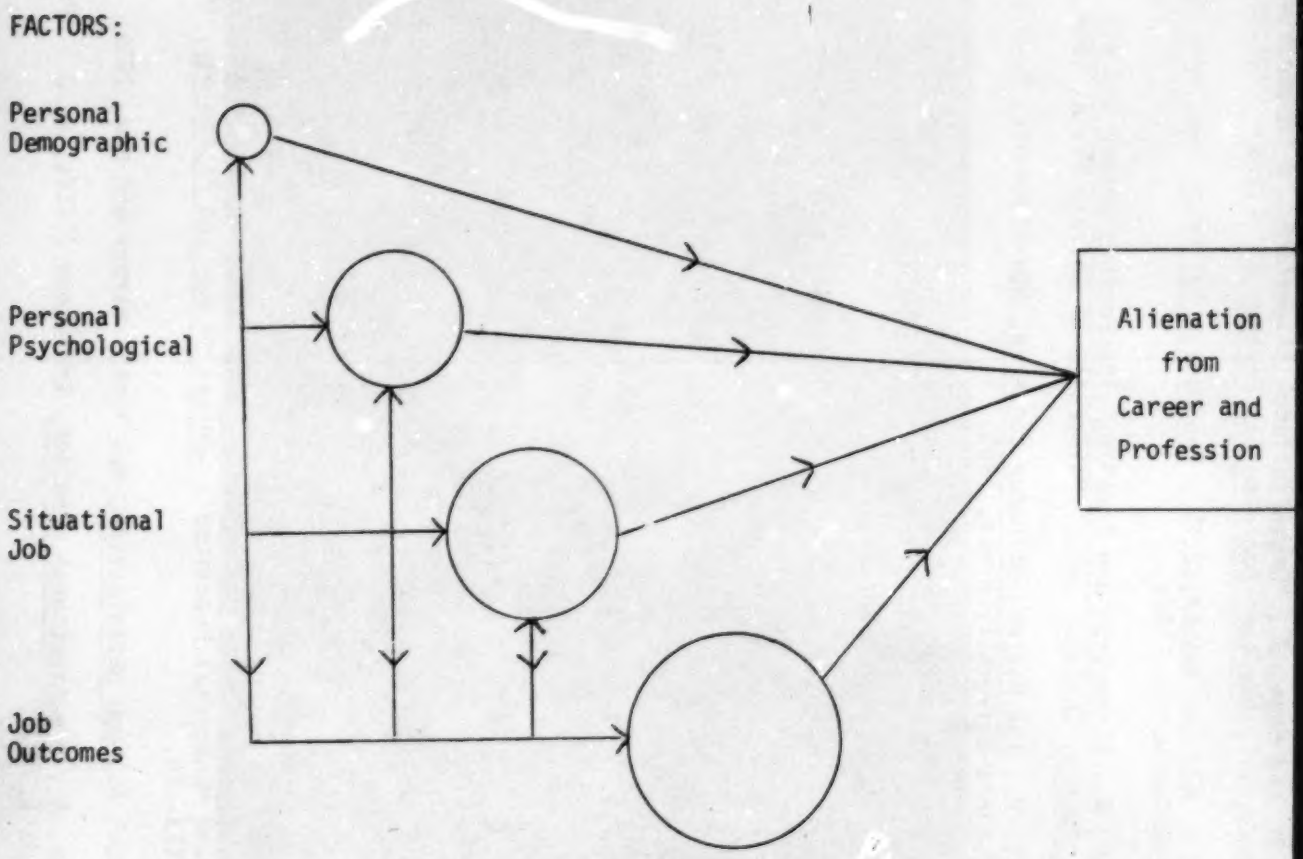
T-Tests for Selected Variables Between Alienated and Non-alienated Groups of Teachers (N = 1,869)

Variable	Alienated N	Alienated M	Non-alienated N	Non-alienated M	T-Value
Sex	852	1.41	1,008	1.49	3.39***
Experience: present school	805	5.83	966	5.25	2.74**
I-E Locus of control	854	4.67	990	4.05	5.64***
Self esteem	856	8.95	1,007	9.28	3.39***
Value: people-oriented	850	4.07	1,005	4.54	5.73***
: extrinsic-reward	851	2.10	1,005	1.92	2.92**
Satisfaction with life	855	2.05	1,010	1.76	12.72***
Happiness	853	1.98	1,009	1.67	12.21***
Organizational independence	854	12.61	1,003	13.09	4.32***
Core Job Dimensions:					
- dealing with others	857	6.56	1,012	6.73	4.40***
- autonomy	857	5.04	1,012	5.63	11.32***
- task identity	857	4.52	1,012	4.96	7.38***
- skill variety	857	5.17	1,012	5.84	11.49***
- task significance	857	5.09	1,012	5.69	10.22***
- feedback from agent	857	3.70	1,012	4.53	13.30***
- feedback from job	857	5.03	1,012	5.45	7.73***
Motivating potential score	857	131.55	1,012	172.77	13.72***
Leadership - consideration	850	13.05	1,003	10.16	13.52***
- initiating structure	850	12.75	1,001	11.29	7.16***
Participating in decision making	857	16.50	1,011	19.46	17.79***
Closeness of supervision	854	10.17	1,005	11.32	9.63***
Position held in school	855	1.40	1,010	1.55	3.19***
Job satisfaction	856	19.57	1,007	22.25	18.50***
Satisfaction with supervision	850	2.61	1,007	3.43	19.74***
Satisfaction with coworkers	853	2.97	1,008	3.27	8.47***
Job involvement	852	18.89	1,009	17.30	8.24***
Job motivation	857	14.55	1,002	15.45	7.51***
Identification with work organization	845	9.50	997	11.01	12.32***
Powerlessness	857	1.33	1,010	.76	12.90***

** $p < .01$, *** $p < .001$

FIGURE 1

Schematic Summary of Predictors of Career Alienation



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